

Scope & Sequence

Course Title: **EXPOSITORY--Literary Analysis** – Semester 2—Quarters 3 & 4

Standards Covered	<ul style="list-style-type: none">• RL (Reading Standards) 1 – cite textual evidence to support analysis• RL 2 – determine multiple themes or central ideas and analyze their development in a text• RL 4 – understand connotations, figurative language, multiple meanings; evaluate diction;• RL 5 – identify and analyze structure of a text• RL 6 - identify and analyze “subtext” – e.g. irony, satire, understatement• RL 7 – analyze multiple interpretations of literature (e.g. play, novel, movie, poem)
	<ul style="list-style-type: none">• RI 1 (informational texts) – provide textual evidence to support analysis; infer• RI 2 – identify multiple ideas, analyze their development over the text, how they build on one another to create a thesis• RI 3 – analyze a sequence of events and how they interact and develop over the course of the text• RI 4 – diction: use of loaded words, connotations, figurative language• RI 5 – analyze structure• RI 6 – author’s POV and how it is conveyed; how it contributes to the thesis, theme, style• RI 7 – incorporate multiple sources from multiple mediums• RI 8 & 9 - use of logos in Amer. Lit.; analyze historical significance, arguments, ideas and purposes of Amer. Documents
	<ul style="list-style-type: none">• SL 3 (Speaking & Listening) – evaluate speaker’s POV, use of reasoning (logos), evidence, rhetoric, diction, structure, tone

<ul style="list-style-type: none">• L 3 (Language) – Apply knowledge of language: appropriate use of language, tone, style according to purpose, audience• L4 – diction: multiple meanings, vocabulary development• L5 – figurative language; diction; literary & rhetorical devices (hyperbole, paradox, irony)

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- **WS 2 (Writing Standards)** – written examination and communication of ideas, concepts and information:
- develop a thesis statement; organize ideas and information that builds on one another to create a comprehensive essay; APA format
- identify the most relevant information—facts, details, extended definitions, evidence and examples
- use transitions and syntax appropriately
- use appropriate vocab and rhetorical devices
- maintain academic style, tone and conventions
- conclude appropriate to the preceding information, including what the examination/explanation implies, i.e., its significance
- WS 5 – planning, revising editing according to what is most significant for a specific purpose and audience
- WS 8 – gather relevant evidence from multiple, reliable sources, both print and electronic; incorporate & synthesize information into your (students') essay.
- WS 10 – regular practice, including extended (research, reflection & revision), as well as in-class and shorter writings

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Skills	<ul style="list-style-type: none">• purpose/thesis• audience• context• subject• genre• speaker <hr/> <ul style="list-style-type: none">• Figurative Language<ul style="list-style-type: none">○ Hyperbole○ Metaphor○ Simile○ Understatement○ Anecdote○ Imagery○ Symbolism○ Illusion○ analogy
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	<ul style="list-style-type: none">• Structure:<ul style="list-style-type: none">○ Problem/Solution, Compare/Contrast, Order of Importance, Cause & Effect○ Unity○ Coherence○ Transitions• Diction, Loaded words, connotation, denotation• Syntax: rhythm, parallelism, repetition, rhetorical questions• Literary Devices & Literary Vocabulary (<u>See Ms. Williams handouts</u>)
Concepts	<ul style="list-style-type: none">• analyzing how an argument is crafted• literary and rhetorical analysis (how an author conveys a theme or thesis)• explain/summarize ideas
Reading Selections	

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Writing Tasks	
Interim Assessments	